

# Time for Nursery

Inspection report for early years provision

---

**Unique reference number** 502186  
**Inspection date** 05/08/2009  
**Inspector** Sandra Elizabeth Williams

**Setting address** 458 Heysham Road, Heysham, Morecambe, Lancashire,  
LA3 2BN  
**Telephone number** 01524 851288  
**Email** sarah@timefornursery.bbfree.co.uk  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Time For Nursery has been registered since April 2001 and is registered on the Early Years Register and both parts of the Childcare Register. It is a privately owned and run family business. It operates from three playrooms within a large detached Georgian house situated within easy access of the town centres of Heysham and Morecambe. All children have access to an enclosed outdoor area. A maximum of 42 children may attend the nursery at any one time. There are currently 89 children aged from five months to four years old on roll. Of these, 37 children receive funding for nursery education. There are systems in place to support children with learning disabilities. The nursery is open each weekday from 07.30 until 18.00 all year round excluding bank holidays.

There are 14 members of staff who work with the children, all but one hold relevant childcare qualifications. One member of staff is working towards a National Vocational Qualification at level 2 and one member of staff is shortly undertaking the Early Years Professional Status. The nursery staff are currently working towards the Step into Quality assurance award.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The children's welfare is promoted very well, particularly their health, which is outstanding. Children are making very good progress in their learning and development, due to the support provided from the dedicated and professional staff team. They work well together to evaluate their practice and to strive for continuous improvement. They have a good awareness of the strengths of the provision and the areas for further development. Staff have excellent relationships with parents and work very closely with them to ensure children's individual needs are very well met and that all children are included in the activities. They also work closely with other settings that deliver the Early Years Foundation Stage (EYFS), which ensures the children receive consistency and continuity of care and education.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the written risk assessments for outings to ensure they are specific for each type of outing undertaken
- increase the frequency of emergency evacuation drills and ensure that the fire blanket in the kitchen is easily accessible.

## The leadership and management of the early years provision

The nursery is very well led and managed. There is a stable staff group, many of whom have worked at the nursery ever since it first opened. The managers and

owners ensure that the staff are treated fairly and that they are happy in their work. This creates a positive environment and atmosphere in which the children flourish. Staff are very involved in the running of the nursery and their views are greatly valued. They are also encouraged to undertake training courses in order to keep up with current practice. Staff are well deployed to ensure that the children are able to move about safely and to choose from the different activities provided indoors and outdoors. The children have daily access to the extremely well equipped, attractive and safe outdoor play area, where staff closely supervise them to ensure their safety at all times.

The required documentation is in place and the policies and procedures are up to date and well organised. Staff are committed to continuous improvement as they attend relevant training and have a good understanding of what is being done well and the areas for further development. The staff fully consider and evaluate their practice and have completed a self evaluation process, which includes the views of parents and children in the form of questionnaires. Children are kept safe and secure due to the vigilance of the staff and the regular risk assessments undertaken. There is a written risk assessment for outings, but it is not currently specific to each type of outing undertaken. Emergency evacuation drills take place, however these are not frequent enough. Staff have a good understanding of the Local Safeguarding Children's Board procedures and are clear about the action required to protect children should the need arise. The designated staff have undertaken relevant training and are clear about their roles.

The partnership with parents is a particular strength of this setting. Staff work extremely hard to make sure parents feel included and are kept well informed about their children's progress and welfare. The parents' notice boards are very informative, as are the regular newsletters. Parents are encouraged to take part in their children's learning, as they are given ideas of activities to do with their children at home. This is an effective way of linking home to nursery and to ensure inclusive practice. Parents complete regular questionnaires and many have commented on the excellent care provided by the friendly and conscientious staff. The staff have also developed strong links with other professionals, such as staff at local schools, other nurseries and the children's centre, which promotes very good continuity of care and education for the children.

## **The quality and standards of the early years provision**

The nursery is a homely, welcoming and exciting place for children to have fun and learn through numerous and stimulating play experiences. The staff have a very good understanding of the EYFS and they skilfully engage the children in activities that extend their learning. They carefully plan and deliver an imaginative and exciting range of activities for the children that covers the six areas of learning. The staff know the individual children very well and know their interests and favourite activities, which they use when settling new children into the nursery and when planning for their individual learning journeys. Staff take photographs and record regular observations of children's achievements and use these to plan for the next developmental steps in their learning. Children really enjoy looking through their individual files and commenting on various activities they have

enjoyed at nursery. Activities and resources are adapted according to children's individual needs, so that everyone, regardless of their disabilities are valued and included. The staff work well together to ensure that children are supported in their transition between rooms as they progress through the nursery.

Children have wonderful opportunities to learn about healthy living. They relish the freedom of the outdoor play area where they enjoy the excellent resources and outdoor learning opportunities. They become engrossed in their learning about living things, as they enjoy planting and growing their own herbs, such as mint, rosemary and chives. They fill up the watering cans with water from the water butt and water the herbs and flowers to help them grow. They delight in the sensory experiences as they smell the different herbs and feel the different textures of the leaves. They learn to use equipment, such as magnifying glasses to examine the herbs closely and to search for bugs. They delight in their discovery of caterpillars and slugs in the soil and comment that they move slowly not quickly. They enjoy watching the tadpoles swimming in the water and learn about the life cycle of the frog. They develop good physical skills, as they learn to ride bicycles safely and as they take part in obstacle courses, where they learn to balance and climb and receive certificates and medals on completion of the course. The babies are encouraged to develop their physical skills by crawling through tunnels, jumping on trampolines and walking with aids. The children learn about good hygiene practices, as they wash their hands before eating their wholesome and nutritious meals, freshly prepared for them by the designated cook. The children learn to stay safe as they follow the rules, such as not entering the sensory garden without an adult being present.

The children develop their creativity as they play with musical instruments, sing songs, undertake art activities and explore treasure baskets. The babies and toddlers enjoy wonderful activities that encourages them to explore and learn through the wide variety of resources that stimulates their senses. The rooms are thoughtfully organised with homely touches, such as soft cushions and tactile materials creating cosy and comfortable corners for children to feel secure and safe. The children have wonderful opportunities to learn about everyday technology as they have access to computers and printers. They also have access to programmable toys, such as cameras, metal detectors and CD players with sockets for six sets of head phones, so that children can sit together to listen to stories and music. The children are making good progress in their literacy skills, as they are encouraged to recognise their names as they self register. They enjoy story time and regular trips to the library, which encourages their interest in books. They are encouraged to recognise numbers and shapes by counting children as they line up and by singing number rhymes, such as 'five little ducks went swimming one day'. The children also learn important social skills, such as being nice to each other and taking turns as they play.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met